



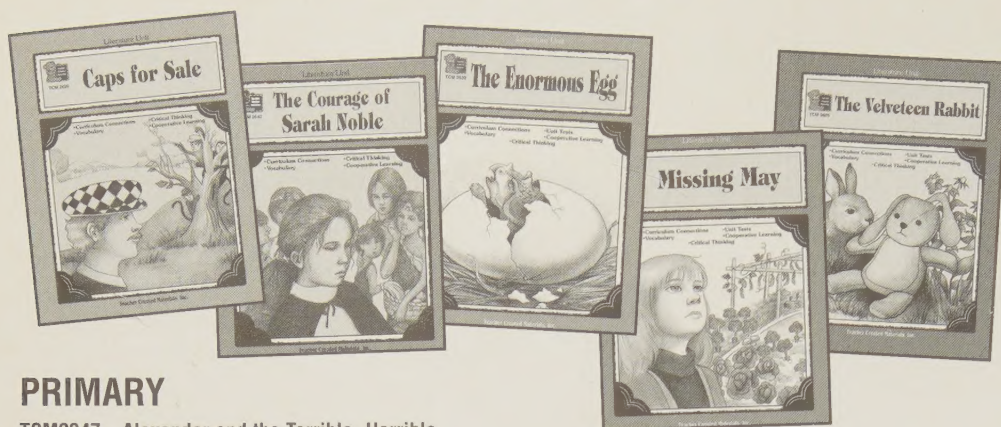
TCM 438

A Guide for Using **Anne of Green Gables** in the Classroom

- Curriculum Connections
- Unit Tests
- Vocabulary
- Cooperative Learning
- Critical Thinking

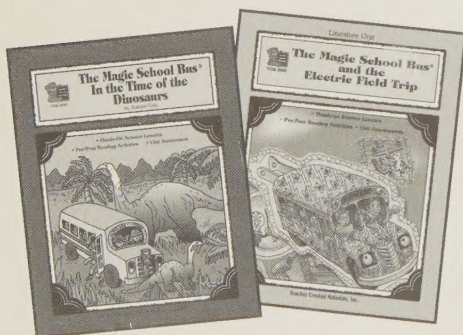


Literature Units



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TCM0616—The Big Wave (*Japanese*)
TCM0416—The Black Stallion
TCM0401—Bridge to Terabithia
TCM0930—Call It Courage (*Polynesian*)
TCM0446—The Call of the Wild (*Wolves*)
TCM2139—Catherine, Called Birdy
TCM0447—The Cay (*African American*)
TCM0565—Charley Skedaddle (*Civil War*)
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TCM2650—Holes
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TCM0521—The Incredible Journey (*Canadian*)
TCM0415—The Indian in the Cupboard
TCM0440—Johnny Tremain (*Revolutionary War*)
TCM0430—Journey to Topaz (*Japanese American*)
TCM0418—Julie of the Wolves (*Wolves*)
TCM2626—To Kill a Mockingbird
TCM0537—Maniac Magee
TCM2517—The Master Puppeteer (*Ancient Japan*)
TCM2633—The Odyssey
TCM0427—Old Yeller
TCM0426—On My Honor
TCM2623—Out of the Dust (*Great Depression*)
TCM0406—The Outsiders
TCM0407—The Pearl (*Mexican*)
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TCM0432—Sing Down the Moon (*Native American*)
TCM0530—Sounder (*African American*)
TCM2588—SOS Titanic
TCM0532—Summer of the Swans
TCM0408—Tuck Everlasting
TCM2348—The View from Saturday
TCM0400—Where the Red Fern Grows
TCM0920—The Whipping Boy
TCM0404—The Witch of Blackbird Pond (*Colonial America*)
TCM2636—The Yearling*

*(Available January 2001)

A Guide for Using

Anne of Green Gables

in the Classroom

Based on the novel written by L. M. Montgomery

This guide written by Betty Burke

Teacher Created Materials, Inc.

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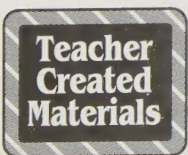


Table of Contents

Introduction	3
Sample Lesson Plan	4
Before the Book (<i>Pre-reading Activities</i>)	5
About the Author	6
Book Summary	7
Vocabulary Lists	8
Vocabulary Activity Ideas	9
SECTION 1 (<i>Chapters 1-7</i>)	10
Quiz Time!	
Hands-On Project - <i>A Flip Book Movie</i>	
Cooperative Learning Activity - <i>Reality vs. Anne's Imagination</i>	
Curriculum Connections - Geography: <i>Prince Edward Island</i>	
Into Your Life - <i>Comparing Anne's Life to My Life</i>	
SECTION 2 (<i>Chapters 8-16</i>)	15
Quiz Time!	
Hands-On Project - <i>Pressing Flowers</i>	
Cooperative Learning Activity - <i>Cause and Effect</i>	
Curriculum Connections - Art: <i>A Patchwork Quilt</i>	
Into Your Life - <i>The Accused</i>	
SECTION 3 (<i>Chapters 17-23</i>)	20
Quiz Time!	
Hands-On Project - <i>Observing Plant Growth</i>	
Cooperative Learning Activity - <i>A Class Concert</i>	
Curriculum Connections - Science: <i>Plan a Garden</i>	
Into Your Life - <i>A Poem for a Friend</i>	
SECTION 4 (<i>Chapters 24-31</i>)	25
Quiz Time!	
Hands-On Project - <i>Build a Castle</i>	
Cooperative Learning Activity - <i>A Story Club</i>	
Curriculum Connections - Language Arts: <i>Green Gables Board Game</i>	
Into Your Life - <i>Mishaps and Achievements</i>	
SECTION 5 (<i>Chapters 32-38</i>)	30
Quiz Time!	
Hands-On Project - <i>A Scrap Book</i>	
Cooperative Learning Activity - <i>A Mural</i>	
Curriculum Connections - Mathematics: <i>Geometry</i>	
Into Your Life - <i>Changes</i>	
After the Book (<i>Post-Reading Activities</i>)	
Any Questions?	35
Book Report Ideas	36
Research Ideas	37
Culminating Activities	38
Unit Test Options	42
Bibliography of Related Reading	45
Answer Key	46

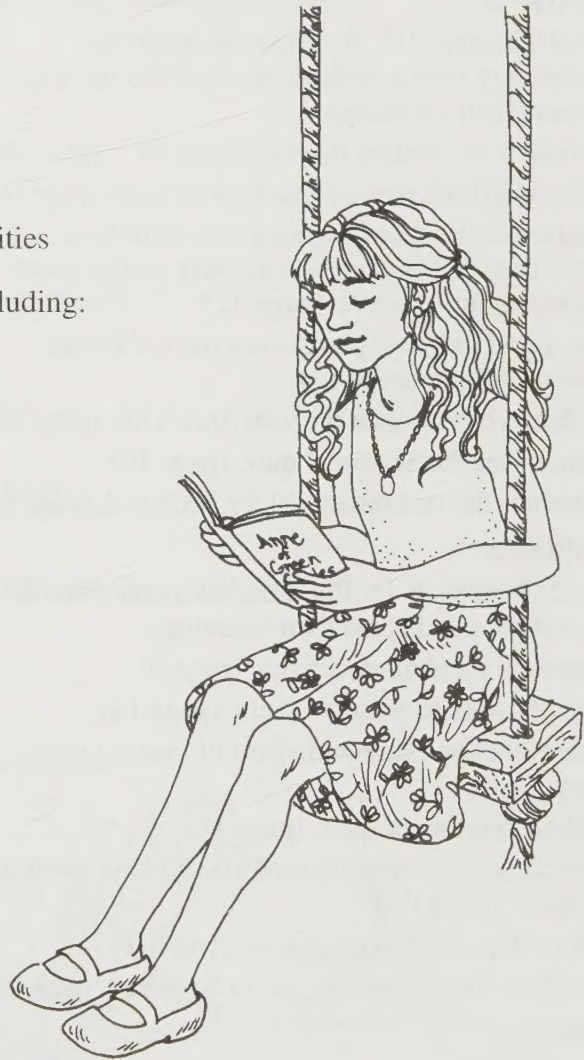
Introduction

A good book can touch our lives like a good friend. Within its pages are words and characters that inspire us to achieve our highest ideals. We can turn to it for companionship, recreation, comfort, and guidance. It can also give us a cherished story to hold in our hearts forever.

In *Literature Units*, great care has been taken to select books that are sure to become good friends!

Teachers who use this unit will find the following features to supplement their own valuable ideas.

- Sample Lesson Plans
- Pre-reading Activities
- A Biographical Sketch and Picture of the Author
- A Book Summary
- Vocabulary Lists and Suggested Vocabulary Activities
- Chapters grouped for study with each sections including:
 - *quizzes*
 - *hands-on projects*
 - *cooperative learning activities*
 - *cross-curriculum connections*
 - *extensions into the reader's own life*
- Post-reading Activities
- Book Report Ideas
- Research Ideas
- A Culminating Activity
- Three Different Options for Unit Tests
- Bibliography
- Answer Key



We are confident that this unit will be a valuable addition to your planning, and hope that as you use our ideas, your students will increase the circle of “friends” that they can have in books!

Sample Lesson Plan

Each of the lessons suggested below can take from one to several days to complete.

LESSON 1

- Introduce and complete some or all of the pre-reading activities found on page 5.
- Read "About the Author" with your students. (page 6)
- Introduce the vocabulary list for Section 1. (page 8)

LESSON 2

- Read Chapters 1-7. As you read, place the vocabulary words in the context of the story and discuss their meanings.
- Choose a vocabulary activity. (page 9)
- Make a flip book movie of the flight of a gull. (page 11)
- Find examples from the story that show how Anne uses her imagination to make reality more appealing or attractive. (page 12)
- Use a grid to locate places on a map of Prince Edward Island. (page 13)
- Students compare their life with Anne's life. (page 14)
- Administer the Section 1 quiz. (page 10)
- Introduce the vocabulary list for Section 2. (page 8)

LESSON 3

- Read Chapters 8-16. Place the vocabulary words in context and discuss their meanings.
- Choose a vocabulary activity. (page 9)
- Press flowers to preserve them. (page 16)
- Determine the cause and effect of events in the story. (page 17).
- Make a patchwork quilt. (page 18)
- Write a persuasive paragraph about being wrongly accused. (page 19)
- Administer the Section 2 quiz. (page 15)
- Introduce the vocabulary list for Section 3. (page 8)

LESSON 4

- Read Chapters 17-23. Place the vocabulary words in context and discuss their meanings.
- Choose a vocabulary activity. (page 9)
- Record observations of plant growth. (Page 21)
- Give a class "concert." (page 22)
- Plan a garden. (page 23)
- Write a poem for a friend. (page 24)

- Administer the Section 3 quiz. (page 20)
- Introduce the vocabulary list for Section 4. (page 8)

LESSON 5

- Read chapters 24-31. Place the vocabulary words in context and discuss their meanings.
- Choose a vocabulary activity. (page 9)
- Use a diagram to build a castle. (page 26)
- Form a story club, and write stories to share. (page 27)
- Create a board game based on information from the story. (page 28)
- Tell about mishaps and achievements. (page 29)
- Administer the Section 4 quiz. (page 25)
- Introduce the vocabulary list for Section 5. (page 8)

LESSON 6

- Read chapters 32-38. Place the vocabulary words in context and discuss their meanings.
- Choose a vocabulary activity. (page 9)
- Make a scrap book. (page 31)
- Make a mural reflecting story events. (page 32)
- Count the number of squares and triangles in a geometric puzzle. (page 33)
- Show changes that occur during different stages of life. (page 34)
- Administer the Section 5 quiz. (page 30)

LESSON 7

- Discuss any questions your students may have about the story. (page 35)
- Assign book reports and research projects. (pages 36 and 37)
- Begin work on a culminating activity. (pages 38, 39, 40, and 41)

LESSON 8

- Administer unit tests 1, 2, and/or 3. (pages 42,43, and 44)
- Discuss the test questions and possibilities.
- Discuss the students' enjoyment of the book.
- Provide a list of related reading for your students. (page 45)

Before the Book

Before you begin reading *Anne of Green Gables* with your students, do some pre-reading activities to stimulate interest and enhance comprehension. Here are some activities to try with your class.

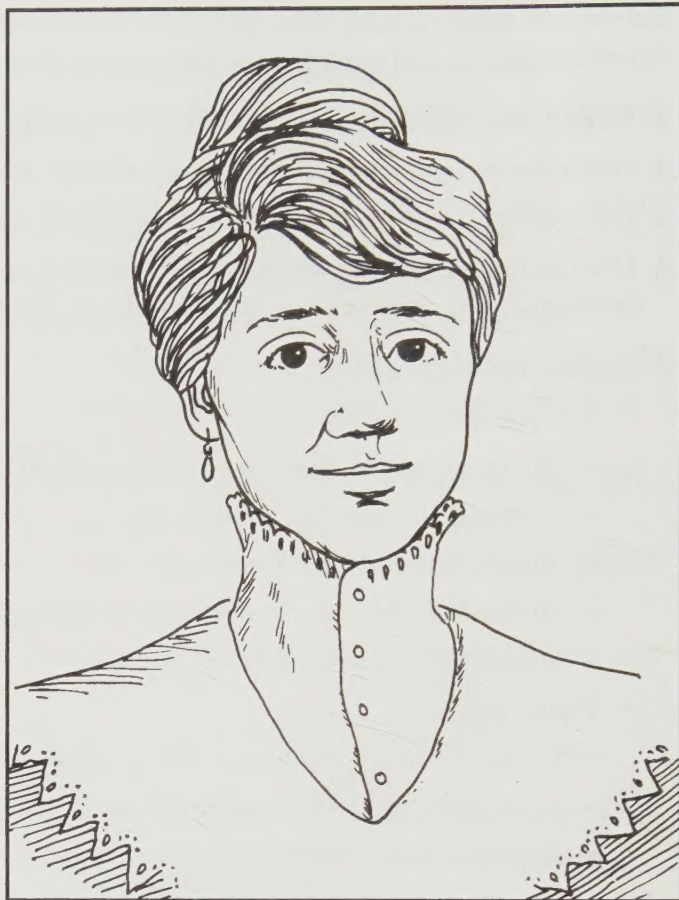
1. Predict what the story might be about by hearing the title and looking at the cover illustration.
2. Discuss with students any other books they have read by L. M. (Lucy Maud) Montgomery.
3. Have students use an atlas to locate a map that shows Prince Edward Island, the setting of the story.
4. Discuss famous people who have come from Canada. Examples include: Anne Murray (singer), Michael J. Fox (actor), Dan Aykroyd (actor), Wayne Gretzky (hockey player).
5. Answer these questions.
 - Are you interested in:
 - stories about the changes a person goes through in life?
 - stories that show true friendship?
 - stories that involve adventures?
 - stories that show the importance of a good imagination?
 - stories that teach lessons about values?
 - Would you ever:
 - imagine you are different than you really are?
 - do something because someone dared you to do it?
 - dye your hair to change the color?
 - want to be friends with someone who is very different than you?
 - take something that did not belong to you?
6. Define and discuss the word “orphan.”
7. Use reference books to discover what life in Canada was like in the early 1900s.
8. Discuss the differences between emotional and physical strength.
9. Brainstorm a list of characteristics that a person would need to have to be considered a heroine or hero.



About the Author

L. M. (Lucy Maud) Montgomery was born on November 30, 1874, on Prince Edward Island, a province in Canada. Her father, Hugh John Montgomery, was a country merchant on the island. Her mother, Clara Woolmer Macneill, died when she was about two years old. Montgomery was brought up by her maternal grandparents in a rural area near the village of Cavendish. Cavendish is located on Prince Edward Island and is close to the sea. At an early age, she began to show a talent for writing. When she was twelve years old, she won a short story contest.

At the age of sixteen, Montgomery went to live in Saskatchewan with her father, who had remarried. While in her late teens, she attended Dalhousie University for a short while. Then she began to work as a teacher and wrote poems and short stories for children's magazines as a hobby. When she was twenty years old, she returned to Cavendish to take care of her grandmother, who was ill. In 1911, she married a Presbyterian minister, Reverend Ewan Macdonald. She and Macdonald had two sons.



Montgomery wrote *Anne of Green Gables* to reflect her childhood experiences on her grandparents' farm on Prince Edward Island. Over the years, the story has appealed to both children and adults. It became a best seller that has been translated into eighteen languages. The story has been made into several films, a television series, and a musical. It has also been the inspiration for cosmetics, toiletries, and toys based on the Avonlea tradition.

Montgomery has written seven sequels to *Anne of Green Gables* which describe Anne's life as an adult. She has also a trilogy of Emily Stone stories, as well as many other novels. In 1935, she was given an award called the Order of the British Empire. Montgomery died on April 24, 1942.

Today, the Green Gables farm where Montgomery was raised by her grandparents is part of the National Park of Prince Edward Island.

Anne of Green Gables

by L. M. (Lucy Maud) Montgomery

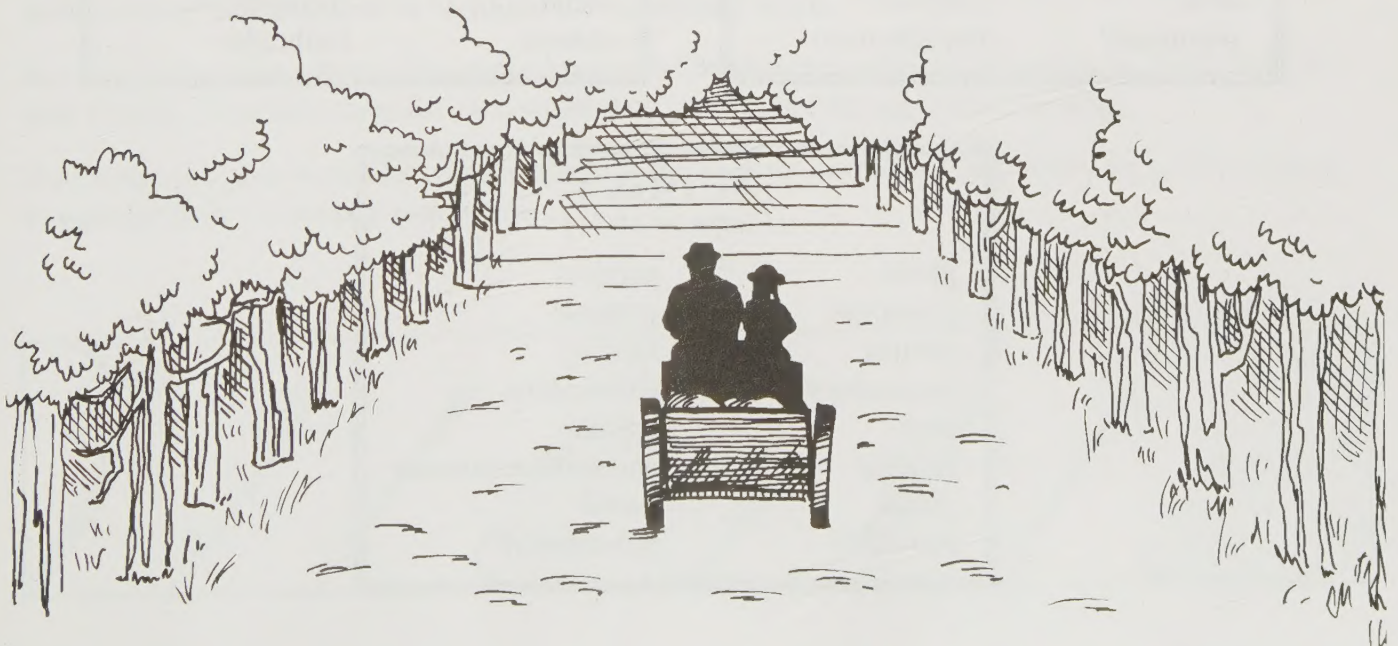
(Available in USA, Scholastic; Canada, Doubleday Dell Seal; UK, French; AUS, Transworld Pub.)

This story is about Anne Shirley. She was born in Bolingbroke, Nova Scotia to Walter and Bertha Shirley. Both of her parents died of the fever when she was just a few days old. She lived with a couple of different families before being sent to an orphan asylum.

At age 11, Anne is sent to be adopted by a brother and sister named Matthew and Marilla Cuthbert, who own a farm called Green Gables. Matthew and Marilla are very surprised when Anne arrives, because they are expecting to adopt a boy to help them with the farm chores. After the initial shock of Anne being a girl wears off, Marilla and Matthew find her to be a very likable child. It is not long before Anne works her way into their hearts.

As Anne grows up surrounded by the beauty of nature on Prince Edward Island, the people around her notice that she has vivid imagination and a unique outlook on life. There are several individuals who have a significant impact on her life. She considers people, such as her best friend Diana Barry and her teacher Miss Stacy, to be “kindred spirits” and feels the most comfortable confiding in them. Her life is also strongly influenced by her rivalry with a fellow student, Gilbert Blythe. Anne constantly claims to hate Gilbert, but her competition with him causes her to strive to be a better student. Anne continues her rivalry with Gilbert even when she enters Queen’s College. It is not until she returns to Green Gables to be a teacher at Avonlea that she realizes she and Gilbert have “been good enemies” and that her rivalry with him has had a positive effect on her life.

Anne’s youth is full of challenges and mishaps to which readers of all ages can relate. Her stubborn optimism and sharp intellect enable her to overcome life’s difficulties and emerge a winner. The end of the story is but another beginning because Anne emerges as a lovely and responsible young woman, whose presence is a joy and comfort to all who know her.



Vocabulary Lists

On this page are vocabulary lists which correspond to each sectional grouping of chapters. Vocabulary ideas can be found on page 9 of this book.

SECTION 1

(Chapters 1-7)

alders	sash
traversed	carpetbag
gable	gimlet
sorrel	predilection
learnest	pinions
personage	stipulations
rapt	scope
station masters	catechism

SECTION 3

(Chapters 17-23)

capricious	linger
faltered	crochet
marsh	manse
patchwork	kindred
retreat	dyspeptic
premier	chamber
specter	dryads
oblivion	practicalities

SECTION 2

(Chapters 8-16)

grippe	grove
fortnight	vagaries
wanly	aesthetic
amethyst	cordial
gingham	pantry
compunction	obstinate
slate	prepenance
reprimand	bewilderment

SECTION 5

(Chapters 32-38)

crammed	placid
matting	manse
bumpkins	conch
rustic	oculist
elocutionist	substantial
titian	mellow
aerial	theology
chaplet	birthright

SECTION 4

(Chapters 24-31)

gloria	peerless
gruesome	cultivate
pamper	shirring
deprecatory	coruscations
mite	peddler
gadding	undemonstrativeness
goblet	horrid
patriotism	providential

Vocabulary Activity Ideas

Each section contains vocabulary words for the students to study. Below are listed some interesting vocabulary activities. Select the activities that are most motivational to your students.

Have students make their own **Crossword Puzzles** or **Wordsearch Puzzles** using the vocabulary words from the story.

Have students work in small groups to define the vocabulary words and record the words and their definitions in a **Class Vocabulary Notebook**.

Challenge your students to a **Vocabulary Bee**. This is similar to a spelling bee, but in addition to spelling each word correctly, the game participants must correctly define the words as well.

Divide the class into cooperative learning groups. Then have students work together to create an **Illustrated Dictionary** for the vocabulary words.

Before students enter the classroom, hide index cards around the room, some with vocabulary words written on them and others with definitions on them. When the class arrives, divide them into two teams to play **Vocabulary Hide and Seek**. Allow students to search the room for a period of time that you designate. Teams can score a point by matching a word with its definition. The winning team is the one with the most points at the end of the time period.

Have the class play **Twenty Clues**. In this game, one student selects a vocabulary word and gives up to twenty clues (one at a time) about this word until someone in the class can guess it.

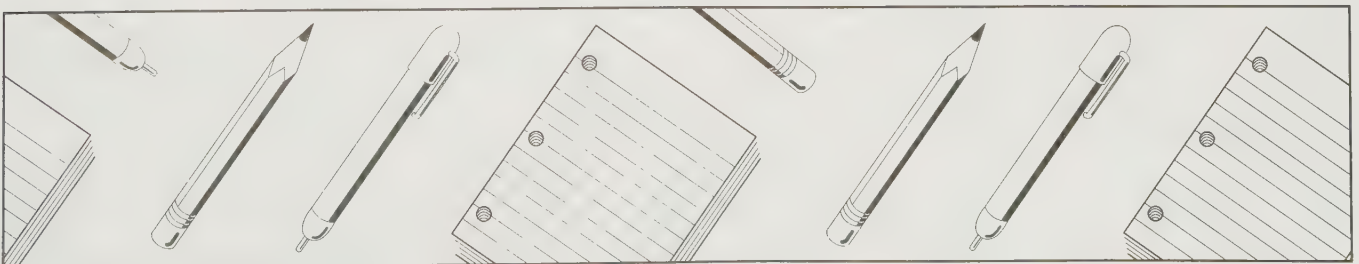
Have students use these words as their weekly **Spelling List**.

Have students play **Vocabulary Charades** by acting out the vocabulary words.

Ask students to write a **Section Summary** using the vocabulary words. Have students trade summaries with a partner and underline or highlight the vocabulary words.

Have students make a **Part of Speech Categories Chart** with headings, such as Noun, Verb, Adjective, and Adverb. Then have them list each vocabulary word under the appropriate heading.

Add your own ideas to this list. Attempt to have the students experience vocabulary on a personal level to increase their vocabulary acquisition.



Quiz Time!

1. On the back of this paper, write a one paragraph summary of the major events in each chapter of this section. Then complete the rest of the questions on this page.
2. Why does Anne insist that her name be spelled with an "e"?

3. How would you describe Anne's appearance? How would you describe her personality?

4. Who were Anne's parents at birth and where was she born?

5. What kind of education did Anne receive before she arrived at Green Gables?

6. How does Matthew react when he discovers that he was going to take home an orphan girl rather than a boy?

7. What are four beautiful, scenic places that Anne passes as she travels with Matthew to Green Gables?

8. How would you describe Marilla Cuthbert's personality?

9. What kind of person is Rachel Lynde?

10. Why isn't Anne in the habit of saying her prayers?

A Flip Book Movie

Anne has an active imagination, and she wonders what it would be like to be a gull. She tells Marilla as they ride to White Sands Cove, ““Aren’t those gulls splendid? Would you like to be a gull? I think I would — that is, if I couldn’t be a human girl. Don’t you think it would be nice to wake up at sunrise and swoop down over the water and away out over that lovely blue all day; and then at night to fly back to one’s nest? Oh, I can just imagine myself doing it.’ ”

In this activity, you will make a flip book that shows the flight of a gull. Here is what you will need to make your flip book.

- a small pad (20 pages or more) of white typing paper that is stapled or clipped together on one end, each page maybe about 2" X 3" (5cm X 7.5 cm)
- a pencil
- crayons (optional)

Here are the directions for making the flip book.

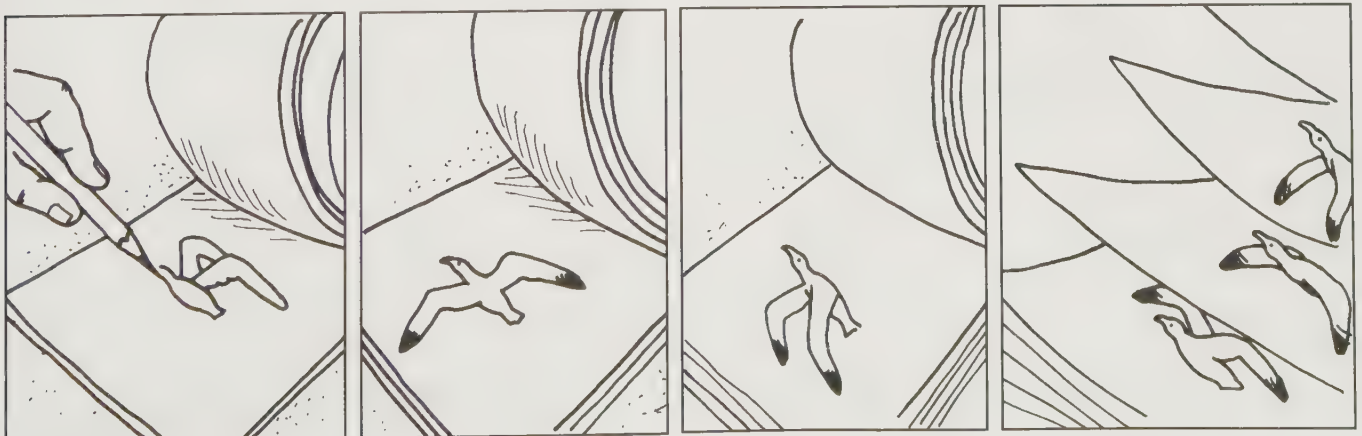
Step 1: Plan the sequence of your movie. Show where the gull begins its flight. Show how it flies over the ocean water. You may wish to show the gull catching a fish with its beak. If the gull catches a fish, does it eat the fish or does it drop the fish back into the ocean? Show where the gull ends its flight.

Step 2: Begin by drawing your first picture on the last page of your flip book. Make your drawing as simple as possible.

Step 3: Turn to the next page. You should still be able to see a faint image of your first picture through the page. Use the placement of your first picture as a guide for drawing your second picture. However, be sure to make the second picture slightly different than the first; for example, show the wings beginning to move up.

Step 4: Continue by drawing a picture on every page. Make each picture a little different than the one before it.

Step 5: After you have finished drawing (and coloring, if you wish) your pictures, you are ready to view your flip book movie. Hold your pad of paper at the stapled or clipped end. Then quickly flip through the pages, beginning with the last page.



Reality vs. Anne's Imagination

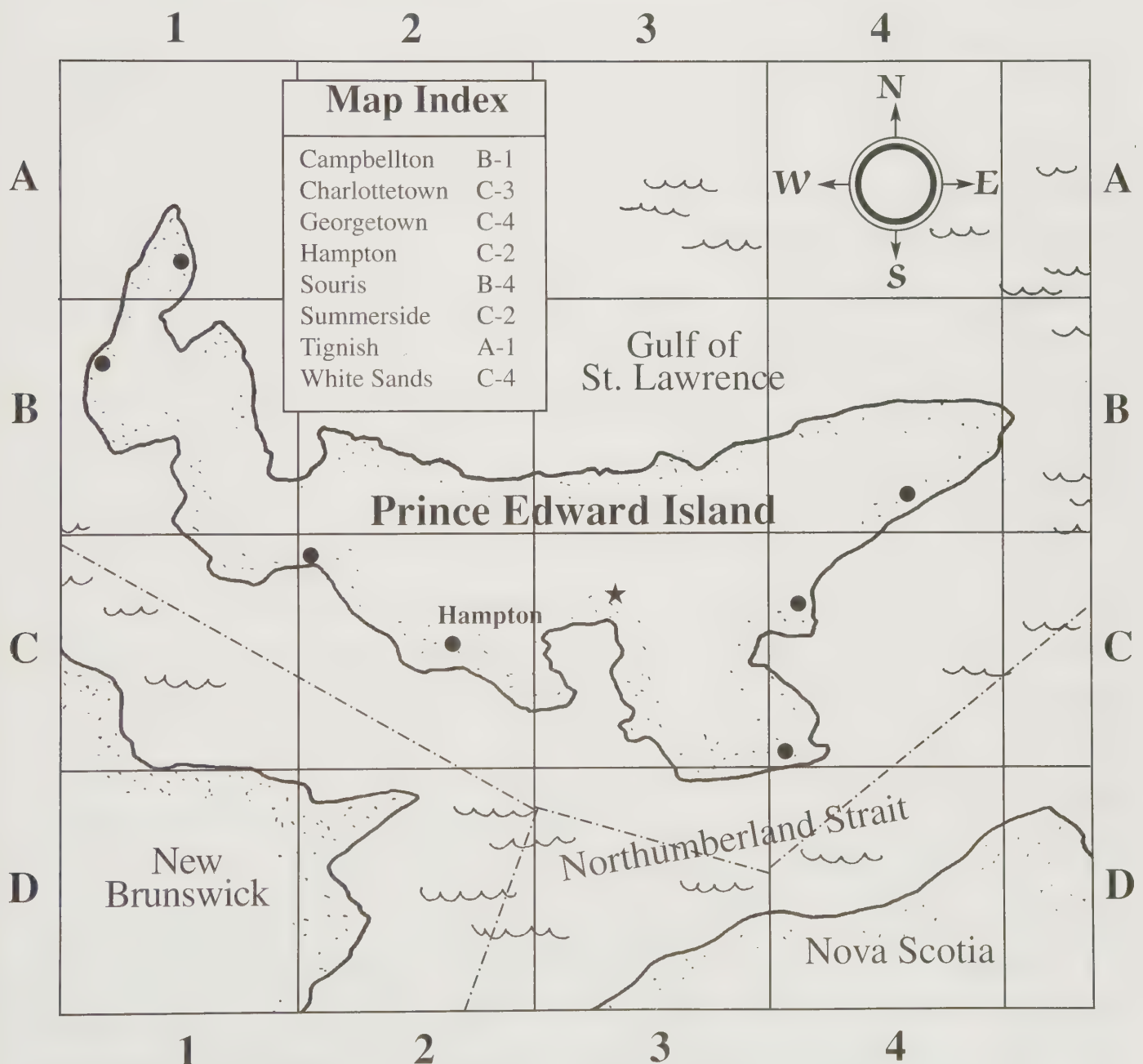
Work with three or four other students to find examples from this section of the story that show how Anne uses her imagination to make reality seem more appealing or attractive. Write these examples in the chart shown below. The first one is done for you.

REALITY	ANNE'S IMAGINATION
the big wild cherry tree near the station-house	sleeping in the tree would be like living in marble halls

Prince Edward Island

Prince Edward Island is a Maritime Province of Canada located in the Atlantic Ocean, off the coast of Nova Scotia and New Brunswick. It is Canada's smallest province. Examine the map of Prince Edward Island shown below. The pattern of lines on the map is called a grid. It is used to help you locate specific places on the map. The columns are labeled with numbers, and the rows are labeled with letters. The map index gives an alphabetical listing of the places shown on the map according to its grid square.

On the map shown below, label the places listed in the map index. The city of Hampton is done for you.



Comparing Anne's to My Life

Anne lives in Canada in the early 1900s. Use the space below to compare her life with your life.

Anne

Parents' Names at Birth: _____

Birthplace: _____

Adopted By: _____

Preferred Name: _____

Full Name: _____

Age: _____

Physical Appearance: _____

Clothing: _____

Personality: _____

School Attendance: _____

Favorite Activities: _____

Me

Parents' Names at Birth: _____

Birthplace: _____

Adopted By: _____

Preferred Name: _____

Full Name: _____

Age: _____

Physical Appearance: _____

Clothing: _____

Personality: _____

School Attendance: _____

Favorite Activities: _____

Now, use the back of this paper to write a paragraph comparing and contrasting Anne's life to your own.

Quiz Time!

- 1. On the back of this paper, write a one paragraph summary of the major events in each chapter of this section. Then complete the rest of the questions on this page.
- 2. How would you describe Diana Barry?

- 3. How does Rachel Lynde insult Anne?

- 4. Who is Gilbert Blythe?

- 5. What is the Avonlea school like?

- 6. Who, to Anne’s surprise, turns out to be a kindred spirit?

- 7. Why does Anne confess to stealing the amethyst brooch?

- 8. What are three ways in which Anne and Diana demonstrate their friendship?

- 9. How is Marilla’s attitude toward Anne changing?

- 10. What are two special things that Matthew does for Anne?

Pressing Flowers

Anne loves nature and enjoys picking flowers to make a wreath for her hat or her hair. However, after the flowers die, she must discard the wreath.

In this activity, you will learn how to preserve flowers so that you can keep them for a long time. Here is what you will need.

- freshly picked flowers (preferably flowers that will lay flat like daisies)
- sheets of newspaper
- several heavy books, such as a dictionaries
- wax paper
- an iron
- brown paper

Here are the directions for pressing flowers.

- Step 1:** Work on a flat surface, such as a table or a desk. Put the flowers on a piece of newspaper. Spread out the petals, making sure that the flowers do not touch one another. Then cover with a second piece of newspaper.
- Step 2:** Place several heavy books on top of the newspaper.
- Step 3:** Do not remove the books for about two weeks while the flowers are being pressed. Then remove the flowers from between the sheets of newspaper.
- Step 4:** You can give your flowers more body by waxing them. Put a piece of wax paper over the front of one flower. Cover the wax paper with brown paper. With adult supervision, use a warm iron to wax the front of the flower.
- Step 5:** Then put a piece of wax paper over the back of the flower. Cover the wax paper with brown paper. With adult supervision, use a warm iron to wax the back of the flower.
- Step 6:** Repeat the waxing procedure with each of your pressed flowers.
- Step 7:** Display your pressed flowers for the class.



Cause and Effect

Events are always a result of a cause-and-effect relationship. The cause is the reason why the event occurred. The effect is what happened as a consequence of the cause. In this section, Anne's actions cause certain effects. Work with two or three other students to determine the effect caused by Anne's actions.

CAUSES

EFFECTS

1. Rachel Lynde says, right in front of Anne, that she is homely, terribly skinny, and has hair as red as carrots.	
2. Anne loses her temper and yells at Rachel Lynde.	
3. On the way to Sunday school, Anne stops to pick flowers and places them on her hat.	
4. Marilla takes Anne over to Diana Barry's house.	
5. Diana is going to give Anne a picture to hang up in her room.	
6. Marilla tells Anne that she will stay in her room until she confesses to stealing the amethyst brooch.	
7. Marilla takes out her black lace shawl from her trunk in order to mend it.	
8. At school, Gilbert Blythe holds up one of Anne's braids and says, "Carrots! Carrots!"	
9. Mr. Phillips, the teacher, tells Anne to sit next to Gilbert Blythe.	
10. Anne accidentally gives Diana currant wine instead of a raspberry cordial while they are having tea together.	

A Patchwork Quilt

People have been making patchwork quilts for thousands of years. Quilts are made from three layers of fabric that are sewn together. The top of a quilt is often decorated using small pieces of colorful fabric to form a geometric design or a floral pattern. Anne, like so many other girls of this time period, learned how to make a patchwork quilt.

In this activity, you will make your own patchwork quilt. Here is what you will need:

- two sheets of butcher paper or other sturdy paper (each sheet: 2' by 2')
- 16 construction paper squares (each square: 6" by 6")
- colorful scraps or pieces of construction paper
- glue

Here are the directions for making a patchwork quilt.

Step 1: Use the space below to plan what your quilt will look like.



Step 2: Glue the two sheets of butcher paper together. This will make the back of your quilt and the middle layer, which is called the interlining. Allow the glue to dry.

Step 3: Decorate each construction paper square using colorful scraps or pieces of construction paper. Allow the glue on the squares to dry.

Step 4: Lay your squares on the interlining according to your design shown above. Then glue them down. Allow the glue to dry.

Step 5: Display your patchwork quilt on a wall or bulletin board.

The Accused

In this section, Marilla accuses Anne of stealing her amethyst brooch. Anne admits that she tried on the brooch but vigorously denies having taken it out of Marilla’s room. Marilla does not believe Anne is telling the truth.

Have you ever been accused of something you did not do? Think about what you were accused of and what you did about it. Use the space below to write a story that tells about your experience of being wrongly accused. Try to persuade the people who read your story that you are innocent. If you have never been wrongly accused of something, imagine how you would feel if you were Anne. Write your story to persuade Marilla that Anne did not take the brooch.

Quiz Time!

1. On the back of this paper, write a one paragraph summary of the major events in each chapter of this section. Then complete the rest of the questions on this page.

2. What kind of concert does Anne want to go to with Diana?

3. What happens when Anne and Diana run and jump into the bed in Diana's spare room?

4. Why does Diana's Aunt Josephine like Anne?

5. Why is Anne afraid to go into the woods after dark?

6. Why does Avonlea get a new minister?

7. What happens when Anne makes a cake for Mrs. Allan?

8. Why does Anne walk the ridge-pole on Mr. Barry's kitchen roof?

9. Who visits Anne when she breaks her ankle?

10. Who is Miss Stacy?

Observing Plant Growth

Anne enjoys working in her flower garden. She has planted the flowers in rich soil where there is plenty of sunlight. She checks on them regularly and waters them when needed.

In this activity, you will observe plant growth and keep a record of your observations. Here are the materials you will need.

- seeds (Suggestions: dry lima beans or radish seeds)
 - potting soil (Dirt can be substituted if necessary.)
 - large foam or plastic cup
- water
 - sunlight
 - ruler

Here are the directions.

- Step 1:** Put soil in the cup until it is about half full.
- Step 2:** Plant two or three seeds by following the directions on the seed packet. If you are using beans that do not have planting instructions, such as dried lima beans, put them in the cup so that they are completely covered by a shallow layer of soil. Then water your seeds, making sure the soil is moist but not overwatered. Record the date on which you plant your seeds on the log shown below.
- Step 3:** Check your plants each day to be sure the soil is moist and that there is sufficient sunshine. (If your plants do not begin to grow within a week or two, you will need to plant new seeds.)
- Step 4:** When your seeds begin to sprout, start recording your observations on the log. Use the ruler to measure the growth of your plants. Record this along with your observations. You may wish to include a sketch of what your plants look like.

LOG OF OBSERVATIONS

Type of plant: _____ Date planted: _____

Date	Observations

A Class Concert

One kind of entertainment in Avonlea is a “concert.” At these concerts, individuals or groups can present poems, dramatic readings, or songs to the audience. You can experience this kind of entertainment by working with three or four other students to organize a class “concert.”

Use the following steps to get ready for your concert.

- Step 1:** Invite volunteers from your class to work by themselves or in groups to prepare something for the concert.
- Step 2:** Use the following schedule to show who is presenting, what is being presented, and the order of appearance. You may use the back of this paper if you need additional space.

Presenter	Type of Presentation	Order of Appearance

- Step 3:** Use the information from the schedule to make a program that can be given to guests.
- Step 4:** Make a guest list of people you would like to invite to the concert.
- Step 5:** Make an invitation for each guest, using the model shown below. Fill out the appropriate information, fold each invitation in half, and decorate the front. After the invitations are completed, deliver them.

	You are invited to a class “concert” Date: Time: Place:
--	---

- Step 6:** Have students practice their parts. Then have a dress rehearsal the day before the concert.

Plan a Garden

Anne has a garden on a small plot of land. When she was planning her garden, she had to choose the plants that would grow well in the area of Prince Edward Island where she lives. She probably considered the type of soil, the climate, the amount of rainfall, and the planting season.

You can plan a garden of vegetables or flowers that will grow well in your community. Use reference books or call some local plant nurseries to find out what types of plants you could choose. Pick at least three plants that you would like in your garden. Then use the space below to draw a diagram of what your garden would look like. Be sure to show the dimensions of the space used for each type of plant. After you have completed your diagram, use the back of this paper to tell about each type of plant in your garden. Be sure to include information such as, what kind of conditions it needs to grow, when it should be planted, and the germination period.

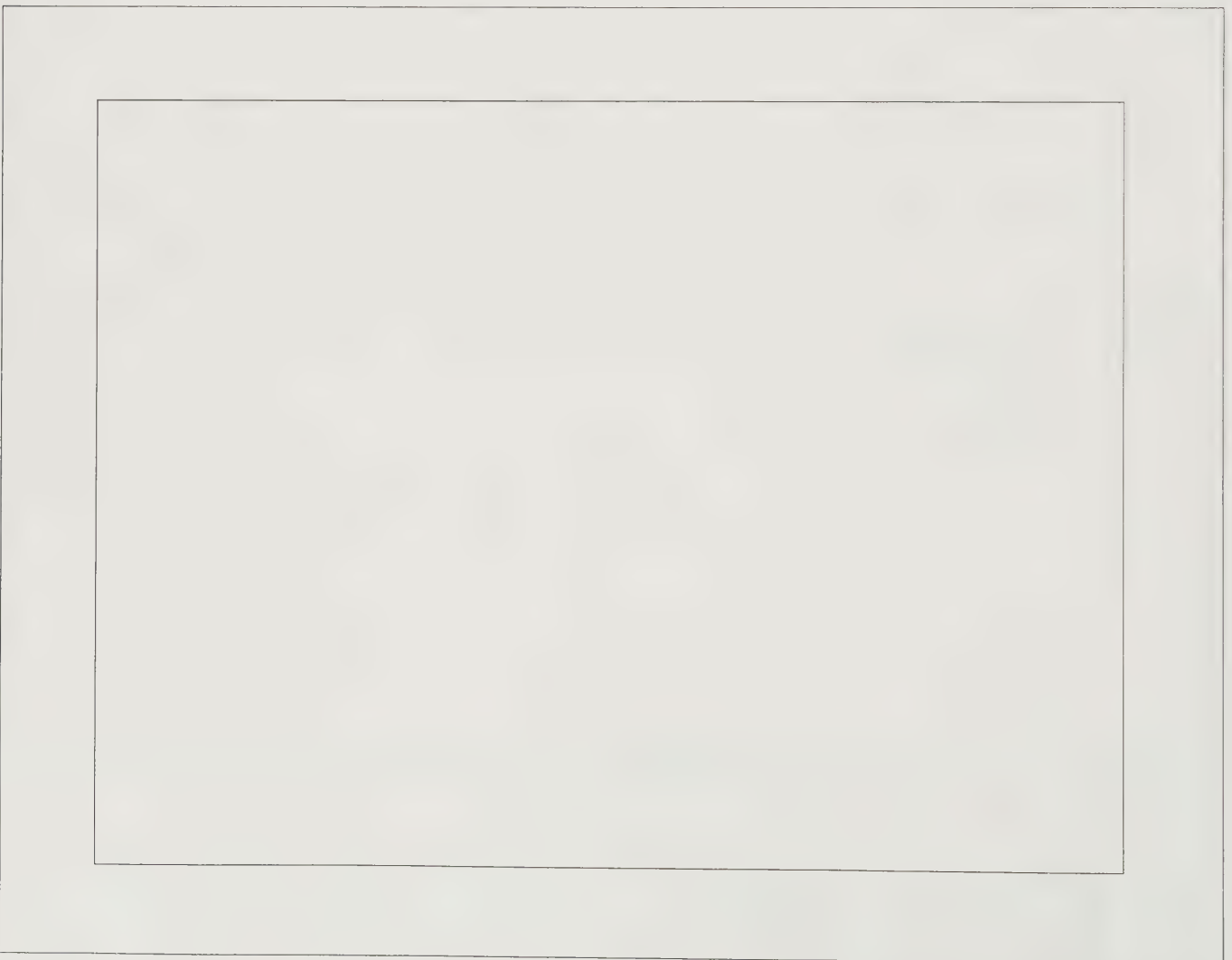


A Poem for a Friend

While at school, Anne is forced to sit next to Gilbert Blythe as punishment for breaking her slate over his head. At the end of the day, Anne announces that she will never return to school. When she stays home, the other children miss her a great deal. Finally, Anne decides she is ready to go back. Upon her return, the other children give her several gifts. For example, Julia Bell writes a poem for her. Notice that the first and third lines have 8 syllables, the second and fourth lines have 6 syllables, and the last word in the second and fourth lines rhyme. The poem says:

TO ANNE
'When twilight drops her curtain down
And pins it with a star
Remember that you have a friend
Though she may wander far.'

Use the space below to write a poem to a friend of yours. Tell your friend why he or she is special to you. You may wish to decorate the border. Then cut out the poem and give it to your friend.



Quiz Time!

1. On the back of this paper, write a one paragraph summary of the major events in each chapter of this section. Then complete the rest of the questions on this page.
2. How would you describe Miss Stacy?

3. What subject in school is very difficult for Anne?

4. At Anne's concert, what does Matthew notice that makes Anne different from her friends?

5. Why does Matthew go to Lawson's store rather than Blair's store?

6. What is the purpose of the story club?

7. What is a "nom-de-plume"?

8. Why does Anne's hair turn green?

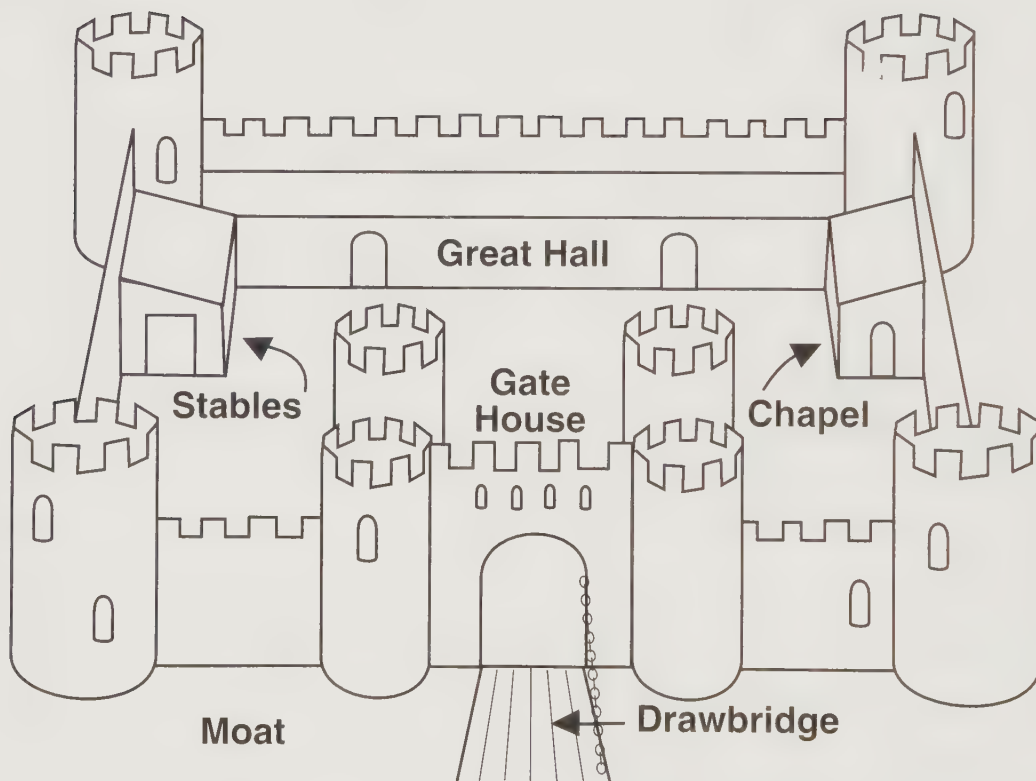
9. Why does Anne attend extra lessons for an hour each day after school?

10. How has Anne changed since she arrived at Green Gables?

Build a Castle

Anne takes advantage of every opportunity to use her imagination. In this section, she loses interest in a book that she is reading and begins imagining adventures in “glittering castles.”

Study the diagram of the castle shown below. Then use a variety of materials, such as cardboard, construction paper, clay, and paint, to make a model of a castle. Be sure to label the different parts on your model.



A Story Club

In this section, Anne decides to start a “story club.” She tells Diana, “ ‘Let you and I have a story club all our own and write stories for practice. I’ll help you along until you can do them by yourself. You ought to cultivate your imagination, you know.’ ”

Each person in the club has to write one story each week. When the group meets, each story is read aloud and discussed. All of the members write their stories under a “nom-de-plume,” which means they use a fictitious name.

Work with three or four other students to form a story club in your classroom. Have club members write one story each week. Then have a club meeting once a week to read and discuss the stories. Copy the sample feedback form shown below to help each other become better writers.



Story Club Feedback Form

Date:

Title of story:

Author (nom-de-plume):

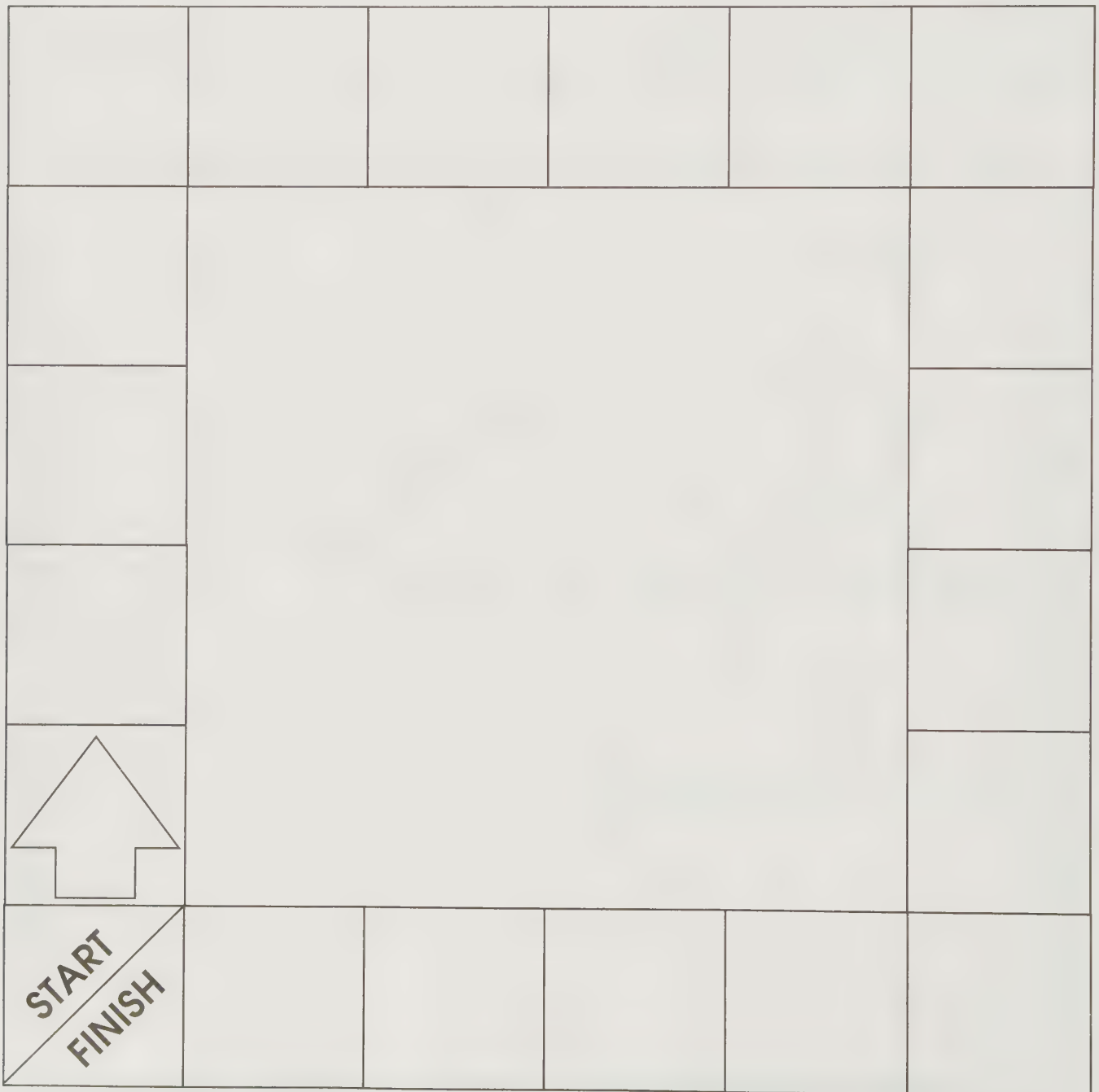
Things I liked about the story:

Suggestions for improving the story:



Green Gables Board Game

Work with three or four other students to make a board game using information from *Anne of Green Gables*. First, prepare a set of 3" by 5" (8 cm x 13 cm) game cards with questions from the story. Include the answers on the cards. Second, glue the game board shown below onto a piece of posterboard. After the glue dries, decorate the game board using ideas from the story. Third, obtain a die or a number cube and game tokens. Fourth, write down a set of rules for the game. Be sure the game cards are read aloud by someone other than the player whose turn it is.



Mishaps and Achievements

In this section, Anne's life is full of silly mishaps as well as important achievements. Think about the following incidents that occur in the story, and describe similar events that you have experienced in your own life.

- Anne performs in a “concert” that Miss Stacy organizes.
- What kind of performance have you given or what kind would you like to give?

- Anne gets the dress of her dreams from Matthew. It is made of brown tulle with frills, lace silk bows, and puffed sleeves.
- What kind of clothes have you dreamed about getting?

- Anne starts a story club so she and her friends can practice writing stories and cultivate their imaginations.
- What kind of club or team have you been a member of or what kind would you like to be a member of?

- Anne does not like her red hair. But she makes matters worse when her hair turns green because she tries to dye it black.
- What kind of change have you tried to make or would like to make in your appearance?

- Anne takes extra classes to prepare herself for the examination to enter Queen's College.
- What kind of extra classes or lessons have you taken or what kind would you like to take?

Quiz Time!

1. On the back of this paper, write a one paragraph summary of the major events in each chapter of this section. Then complete the rest of the questions on this page.

2. Where does Anne stay when taking her final exams?

3. Why does Anne talk less than she did when she was younger?

4. Which subject is the most difficult for Anne?

5. What is Anne's position in the exam results?

6. How does Anne overcome her stage fright at the hotel concert?

7. What program is Anne going to take at Queen's?

8. What scholarship does Anne earn at Queen's?

9. Why does Anne decide to stay at Green Gables?



Things to Remember

10. How does Anne’s relationship with Gilbert change at the end of the story?

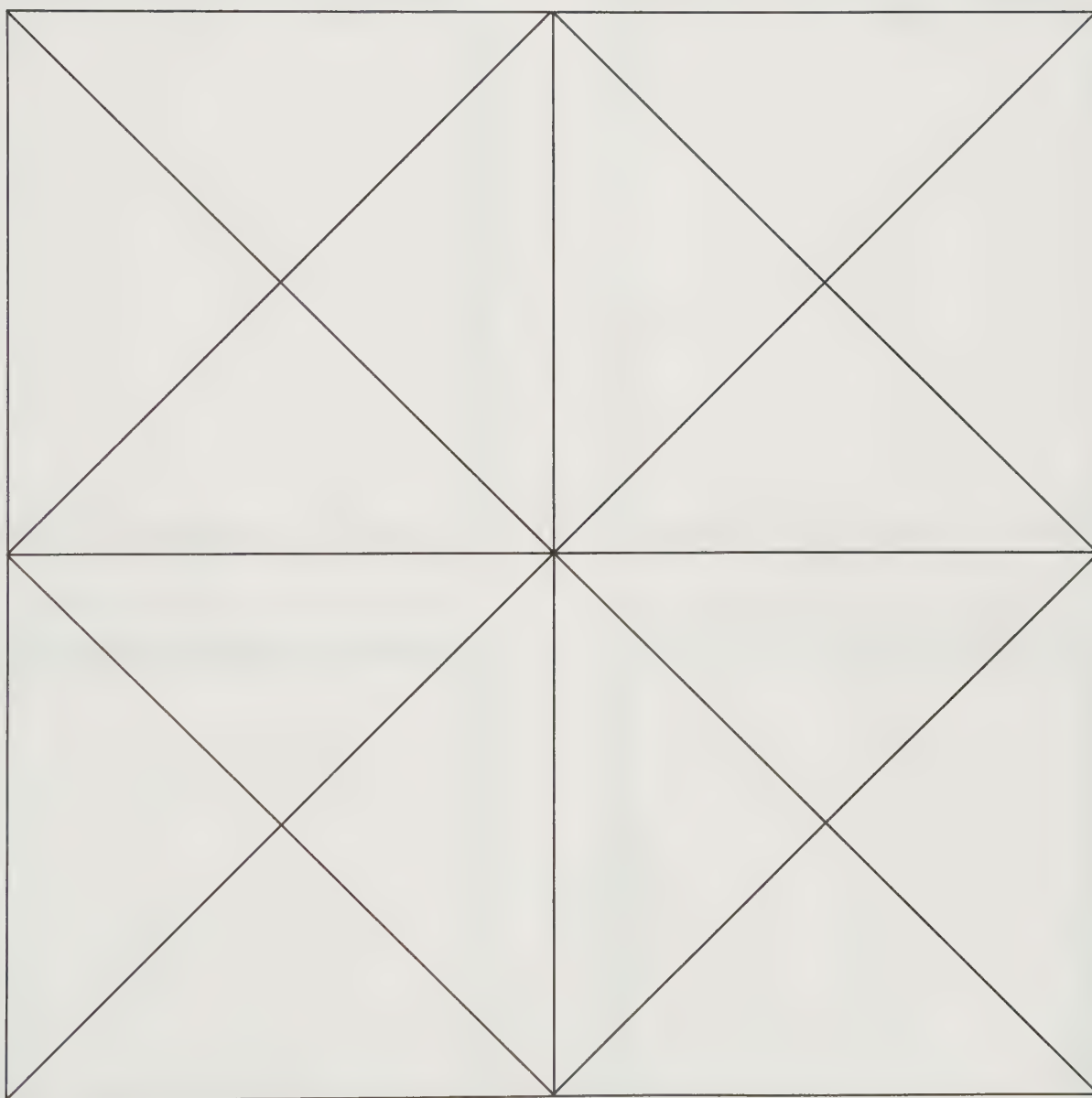
MEMENTO	SERVES AS A REMINDER OF WHICH PERSON, PLACE, OR EVENT?

A Mural

Pretend that Anne has been keeping a scrapbook since she arrived at Green Gables. A scrapbook is a book of blank pages on which you mount mementos by which you can remember certain people, places, or events. Mementos can include a variety of things, such as photographs, locks of hair, or newspaper articles. For example, when Anne cut a lock of Diana's hair she might have kept it in her scrapbook.

Geometry

In this section, Anne gets homesick while staying at a boarding-house. What kinds of things would she find as she looks through her scrapbook? Complete the chart below to tell about the mementos and their significance in Anne's life. Then make Anne's scrapbook, using the information in the chart. Your mementos can be real objects or they can be drawings. Finally, write an explanation of how each object serves as a reminder of a person, place, or thing in Anne's life.

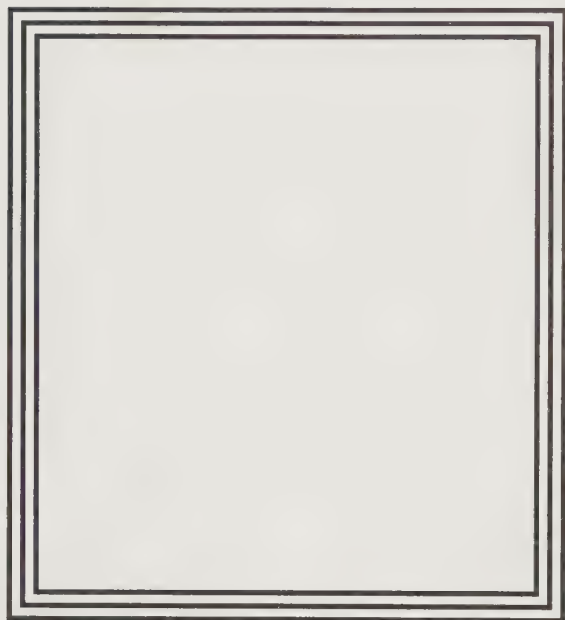


Challenge: Create a design of your own and challenge classmates to find the geometric shapes in it.

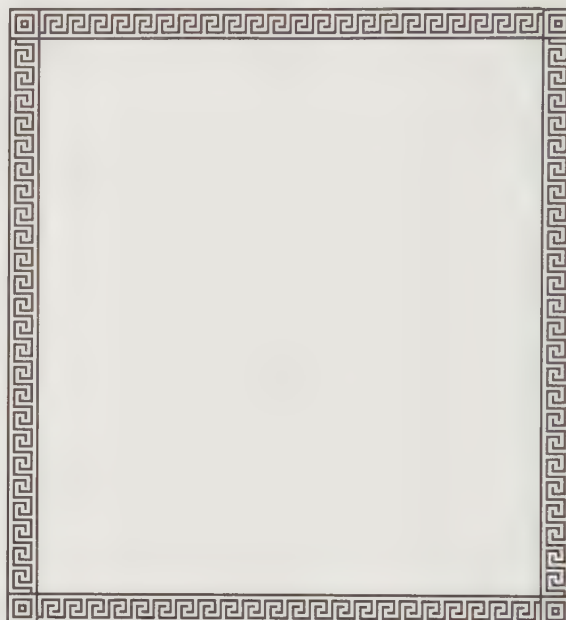
Changes

Work with three or four other students to create a mural that shows four of the major events in this section of the book. First, decide which four events you would like to show. Second, use the space below to plan what you will draw for each of these events. Third, paint the mural on a long piece of butcher paper or on four pieces of posterboard that have been joined together with masking tape. Allow the mural to dry. Finally, display your mural for other students to enjoy.

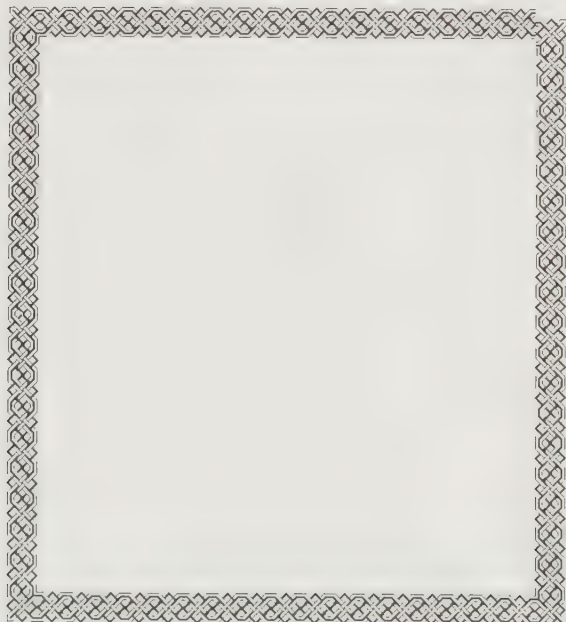
ME (as a young child)



ME (as I am right now)



ME (when I graduate from high school)



ME (ten years after graduating)



Any Questions?

Anne tells Marilla that geometry is her “stumbling-block.” Geometry is an area of mathematics that includes the study of shapes, such as circles, squares, rectangles, triangles, and trapezoids.

Carefully study the pattern shown below. Then answer the questions. You may wish to change the angle of the page as you count the number of each shape.

1. _____
How many squares are shown in the pattern?
2. _____
How many triangles are shown in the pattern?

Book Report Ideas

In this story, Anne goes through many changes during her life. This makes Anne seem very real because all of us change throughout our lifetime. Think about what you are like now. How have you changed since you were a young child? What will you be like when you graduate from high school? What will you be like ten years after graduating from high school? Use the space below, to show yourself at four different stages of life. Then, on the back of this paper, write a paragraph telling about some of your goals for the future.



Research Ideas

When you have finished reading *Anne of Green Gables*, did you have some questions that were left unanswered? Write some of your questions here.

- 1.
- 2.
- 3.

Work in groups or by yourself to prepare possible answers for some or all of your questions you have asked above and those written below. When you have finished, share your ideas with the class.

- Why do you think that Matthew and Marilla wanted a little orphan boy to live with them?

Canadian Plant Life

wild rose bushes	willows	clover
balsam fir wood	peonies	musk flowers
apple orchards	narcissi	starflowers
wild plums	columbines	june bells
wild cherry trees	lilac trees	maples
dandelions	mint	poplars

Canadian Geography

the Maritime Provinces
Prince Edward Island

Canadian History

Prince Edward Island
the Canadian flag in the early 1900's

Canadian Economy in the Early 1900's

types of industry on Prince Edward Island
farming on Prince Edward Island

Canadian Lifestyles in the Early 1900's

education
clothing styles
popular foods
social activities
social clubs
modes of transportation

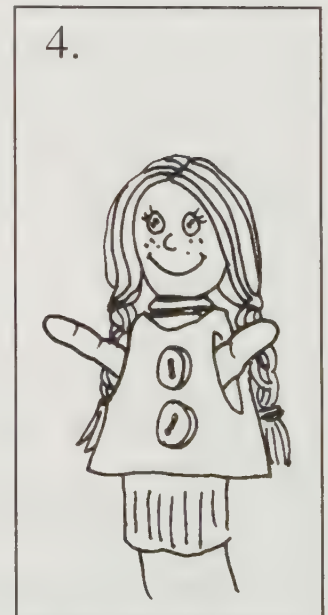
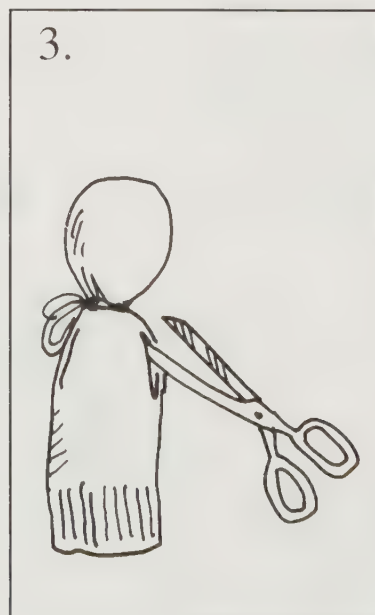
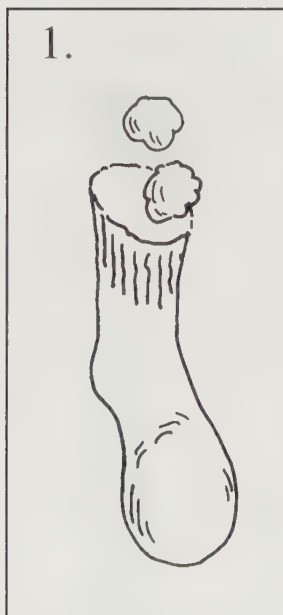
Canada Today

economy of Prince Edward Island
current lifestyles
tourism on Prince Edward Island
conservation efforts



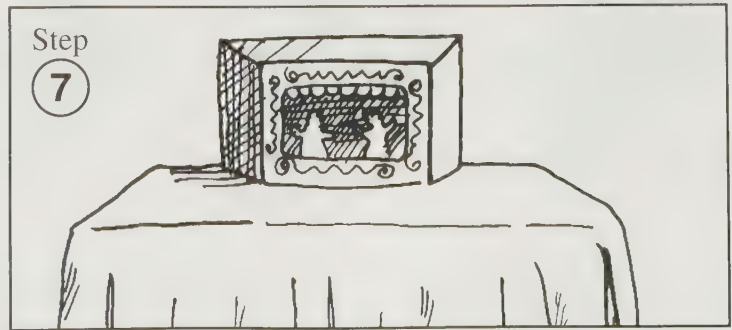
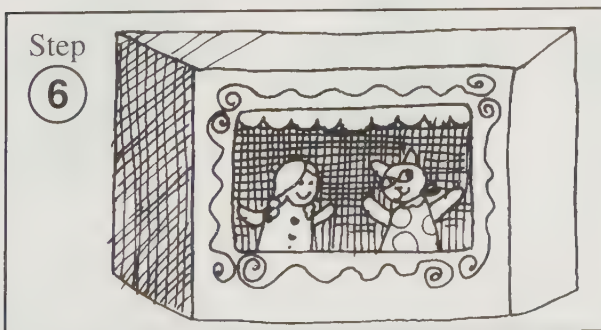
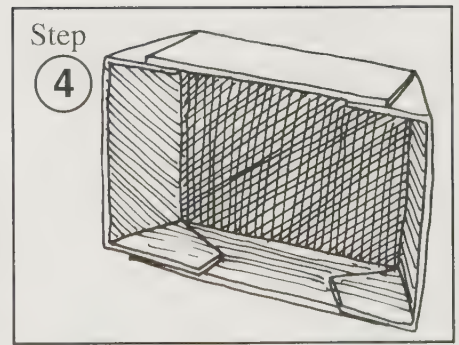
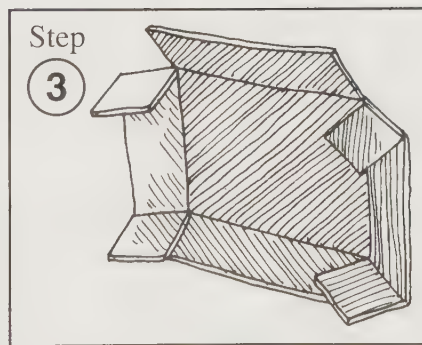
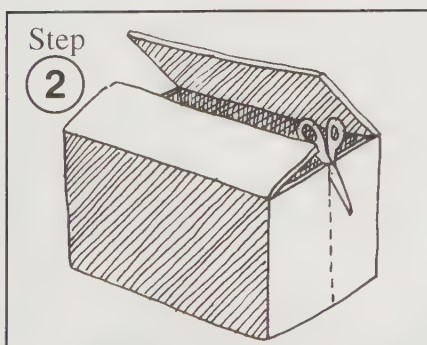
Puppetry

- Why do you think Matthew felt awkward around women?
- What kinds of things make Green Gables attractive in Anne's eyes?
- Why does Marilla have such strict rules for Anne?
- What does Anne mean when she says a place has "so little scope for the imagination"?
- What does Anne mean when she says someone is a "kindred spirit"?
- How was Anne regarded by the residents of Avonlea when she first arrived?
- Why was Anne's friendship with Diana Berry special?
- How does Anne change as she grows up?
- How does Matthew feel about Anne? What clues help you know how he feels?
- How does Marilla feel about Anne? What clues help you know how she feels?
- How does Miss Stacey influence Anne's life?



Puppetry *(cont.)*

- How do Anne's feelings change toward Gilbert Blythe?
- What roles do Matthew and Marilla play in Anne's upbringing?
- How does Anne's school life in Avonlea compare with your school life?



An Advertisement

There are numerous ways to do a book report. After you have finished reading *Anne of Green Gables*, choose one method of reporting that interests you. It may be a way that your teacher suggests, an idea of your own, or one of the suggestions mentioned below.

Anne on Video

- **See What I Read?**

This report is a visual one. A model of a scene from the story can be created, or a likeness of one or more of the characters from the story can be drawn or sculpted.

- **Sequence of Events**

Draw ten sketches on blank index cards to show ten events from the story. Number the backs of the cards to show the order of the events. Mix up the cards, and see if you or a classmate can arrange them in the correct order. Check the order of the cards using the numbers on the back.

- **Time Capsule**

This report provides people living in the future with reasons why they should read *Anne of Green Gables*. Make a time capsule of your own design, and neatly print or write your reasons inside the capsule. You may wish to bury your capsule after sharing it with your class. Perhaps one day someone will find it and read *Anne of Green Gables* because of what you wrote.

- **Role-Playing**

This report is one that lends itself to a group project. Work with three or four other students to role-play a scene from the story. You may wish to use costumes and props that will help the scene come to life. After performing the scene, explain why it is an important part of the story.

- **Guess Who or What!**

This report is similar to the game “Twenty Questions.” The reporter gives a series of general to specific clues about an event or character from the story. Other students guess which event or character is being described.

- **A Character Comes To Life!**

Suppose one of the characters in *Anne of Green Gables* came to life and walked into your home or classroom. This report describes what this character sees, hears, and feels as he or she experiences the world in which you live.

- **Sales Talk**

This report serves as an advertisement to “sell” *Anne of Green Gables*. First, decide who would be the



Unit Test

most likely group of people to buy this book. Then, create your ad so that it will appeal to that group of people. Include text (words) and graphics (pictures) in your presentation.

Mrs. Allen	Anne Shirley	Miss Stacy	Diana Barry
Matthew Cuthbert	Rachel Lynde	Gilbert Blythe	Marilla Cuthbert

Response

Describe three things you read in *Anne of Green Gables* that you want to learn more about.

1. _____
2. _____
3. _____

As you read *Anne of Green Gables*, you encountered geographical locations, a variety of plants that are native to those areas, and people whose way of life may be different from your own. To increase your understanding of the characters and events in the story as well as to more fully recognize L. M. (Lucy Maud) Montgomery's craft as a writer, research to find out more about these people, places, and things.

Work in groups to research one or more of the areas you named above or the areas that are mentioned below. Share your findings with the rest of the class in any appropriate form of oral presentation.

Conversations

In this culminating activity, you will work with three or four other students to make the characters in *Anne of Green Gables* come alive through puppetry. As a group decide which scenes you would like to perform for the class. Write a script for your puppet show. Then make a puppet to represent each of the main characters.

Here is what you will need to make each puppet.

- a sock
- cotton balls or tissue
- different colors of yarn
- a variety of materials such as fabrics, buttons, bows, felt, permanent marker, etc.
- glue

Here are the directions for making each puppet.

Step 1: Use cotton balls or tissue to stuff the end of the sock to make the head.

Step 2: Loosely tie a piece of yarn below the stuffing to make the neck. You will need to be able to get one finger through the neck and into the head.

Step 3: Put your index finger into the puppet's head. Then on each side of the sock cut a small hole, one for your thumb and the other for the finger next to your index finger. Your thumb and finger will be the puppet's arms.

Step 4: Use yarn for the hair and other materials to make the face and clothing of the character.

To make a stage for your puppet show, use the directions shown on page 39.



Bibliography of Related Reading

You can make a stage for your puppet show so the audience will not be able to see you manipulate the puppets. After you have completed making the stage, be sure to rehearse your show before presenting it to the class.

Here is what you will need to make the puppet stage.

- a large cardboard box
- scissors
- glue
- paint
- a variety of materials, such as fabric, felt, and ribbon
- table
- sheet

Here are the directions for making the stage.

Step 1: Obtain a large cardboard box that has flaps on the top and bottom.

Step 2: Use your scissors to cut the box in half along the length, from top to bottom.

Step 3: Pull the flaps apart from one another and glue them so that the sides of the stage are at an angle. Allow the glue to dry.

Step 4: Cut off the edges of the flaps.

Step 5: Use your scissors to cut an opening for the stage. Be sure the opening is closer to the top of the box than the bottom.

Step 6: Paint your stage, and allow it to dry. Then decorate it using a variety of materials.

Step 7: Cover a table with a sheet. Be sure the sheet drapes over the front and sides of the table. Then place the open end of the stage on the back edge of the table. Now your stage is ready to use.

Answer Key

Use the space below to create an advertisement for *Anne of Green Gables*. In your advertisement use words and pictures that will persuade others to read the book. Display your advertisement in your school library.

Answer Key (cont.)

You can enhance the study of a novel, such as *Anne of Green Gables*, by having students watch the video version of the story. Use some of the following group activities in conjunction with the presentation of the video.

- Stop the video and have students predict what will happen next.
- Stop the video and ask students to brainstorm some alternate outcomes for story events.
- Have students make a Venn diagram to compare and contrast the video to the book.
- Have students make a chart that shows what information was in the book, but not the video and what information was in the video, but not the book.
- Have students pretend to be movie critics. Have them describe what they liked and disliked about the video. Be sure they give specific examples.
- Have students take notes about the sequence of events shown on the video. Ask them to use their notes to make a timeline of story events.
- Take a poll to find out how many students enjoyed the book more than the video and how many enjoyed the video more than the book. Have students graph the results of the poll.
- Have students view the video sequels to *Anne of Green Gables* which are called *Anne of Avonlea* and *Anne of Windy Poplars*. Have them do a character study of Anne by comparing and contrasting her personality in the first video with her personality in the sequels.
- Have students consider how the presentation of the story would have to be changed if it was a play with live actors performing *Anne of Green Gables*.
- After reading the book and viewing the video, have students work in cooperative learning groups to role-play important events in the story. Use a video camera to record each group's presentation to the class. Have students compare and contrast their video with the professional version.
- Play the video without sound. Have students take turns narrating the story as the video plays.

Answer Key *(cont.)*

True or False: Write true or false next to each statement below.

1. _____ Anne was born on Prince Edward Island.
2. _____ Marilla and Matthew Cuthbert were brother and sister.
3. _____ This story took place on an island in the United States.
4. _____ Anne stole Marilla's amethyst brooch.
5. _____ Matthew and Marilla had asked for an orphan boy.

Matching: Match the following quotes with the characters who said them.

1. _____ " 'I'm awfully sorry I made fun of your hair, Anne,...' "
2. _____ " 'And I will always love thee, Diana.' "
3. _____ " 'Reckon you're glad we kept her, Marilla?' "
4. _____ " 'Her temper matches her hair I guess' "
5. _____ " 'Matthew Cuthbert, I believe that child has bewitched you!' "

Short Answer: Provide a short answer for each of these questions.

1. Why were Matthew and Marilla Cuthbert surprised when Anne arrived?
2. Why was Anne's friendship with Diana special?

3. What does Anne mean when she calls someone a "kindred spirit"?

4. Why were Anne and Gilbert "good enemies"?

5. Why doesn't Anne want Marilla to sell Green Gables?

Essay: Answer these essay questions on the back of this paper.

1. What does Anne mean when she says, "There's such a lot of different Annes in me"? Do you think this is true for all people? Explain your answer.
2. What kind of things are important to Anne? Give specific examples for the story to support your conclusions.

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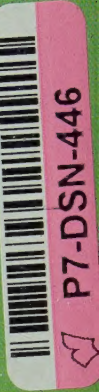
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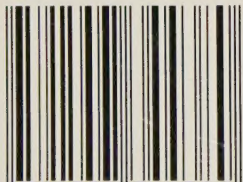
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